

Revised by: R. Roth
Reviewed by: M. Oja
Textbook update: Spring 2022
C & GE approved: March 17, 2022
Board approved: May 11, 2022
Semester effective:

Early Care, Education, and Family Studies (ECEF) 1571 Observation and Assessment (3 Units) (DS5)
CSU [formerly Early Childhood Education 1571; Early Childhood Education 20]

Advisory: Eligibility for English 1500 or 1501 strongly recommended; completion of nine (9) units in Early Care, Education and Family Studies, including PSYC 2003 and ECEF1521, recommended.

Hours and Unit Calculations:

32 hours lecture; 50 hours lab. 64 Outside of class hours. (146 Total Student Learning Hours) 3 Units

Catalog Description: This course introduces the appropriate use of assessment and observation tools and strategies to document young childrens' development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. TB Clearance, proof of immunizations, and fingerprinting may be required by some school sites. Students will spend approximately 50 hours in an early childhood classroom (approximately 3 hours per week) observing children and using strategies and observation tools. C-ID: ECE 200.

Type of Class/Course: Degree Credit

Text: Nilsen, Barbara Ann. *Week by Week: Plans for Documenting Children's Development*. 7th ed. Cengage, 2017

Course Objectives:

By the end of the course, a successful student will be able to:

1. Differentiate between various observation and assessment tools according to their purpose and validity.
2. Demonstrate basic formative and summative assessment techniques.
3. Apply knowledge of development and other influencing factors to interpret observations and assessments.
4. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
5. Discuss logistical challenges, biases, and preconceptions about observing and assessing children.
6. Demonstrate how observation and assessment are used to plan for and adjust learning experiences.
7. Describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.
8. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Course Scope and Content:

- Unit I Observation and Assessment Based on Theories of Child Development and Learning
- A. California Infant-Toddler Learning and Development Foundations
 - B. California Preschool Learning Foundations
- Unit II Tools of Observation and Assessment
- A. Purpose and use
 - B. Current and historic
 - C. National tools such as the Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS)
 - D. State tools such as the Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems.
- Unit III Observation and Reporting
- A. Formal and informal
 - B. Legal and ethical responsibilities
 - C. Confidentiality
 - D. Data collection methods such as:
 - E. Direct observation
 - F. Time and event samples
 - G. Interviews
 - H. Questionnaires
 - I. Rating scales
 - J. Reporting methods such as:
 - K. Anecdotal records
 - L. Running records
 - M. Checklists
 - N. Subjective and objective reporting
 - O. Qualitative and quantitative
 - P. Documentation
 - Q. Types
 - R. Purposes
- Unit IV Impact of Situational Factors in the Process of Observation and Assessment
- A. Factors outside of the school setting
 - B. Demographics, cultural background, and perspectives of the children and families
 - C. Observers' cultural perspectives, expectations, and personal bias
- Unit V Use of Observation and Assessment to
- A. Monitor children's health, well-being, development, and learning
 - B. Determine, plan, and adjust teaching strategies and curriculum to meet
 - i. Various content and curriculum purposes
 - ii. Child's interests, skills, and abilities
 - iii. First and dual-language learners
 - iv. Environmental design needs
 - v. Guidance and behavior needs
 - C. Inform referral and intervention

Unit VI The On-Going Cycle of Curriculum Development

- A. Observation
- B. Planning
- C. Implementation
- D. Assessment
- E. Reflection

Unit VII Collaboration with Families and Professionals

- A. Use of assessment data
- B. Promoting family involvement
- C. Referral processes
- D. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
- E. Recordkeeping
- F. Rights of children and families

Lab Content:

- 1. Observe children in a natural setting
- 2. Use observation and assessment tools
- 3. Work with children and family members in the assessment process
- 4. Conduct a case study using one or more children

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

- 1. Studying,
- 2. Answering questions,
- 3. Completing required reading,
- 4. Completing written work, and
- 5. Observing children in an educational setting

Methods of Instruction:

- 1. Film
- 2. Workshops,
- 3. Visiting specialists,
- 4. Class presentations,
- 5. Reading and evaluations, and
- 6. Peer interactions

Methods of Evaluation:

- 1. Written assignments, including:
 - a. Journal entries,
 - b. Self-assessment inventory, and
 - c. Design a portfolio.

2. Skill demonstrations, including:
 - a. Presentations,
 - b. Computation or non-computational problem solving and conflict resolution,
 - c. Observations, and
 - d. Field work.
3. Reading Assignments, including:
 - a. Clinical studies,
 - b. Developmental profiles, and
 - c. Issues, rationales, challenges, and strategies.
4. Other Examinations, including:
 - a. Multiple choice,
 - b. Matching,
 - c. True/false, and
 - d. Essay

Supplemental Data:

TOP Code:	130500: Child Development/Early Care a
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO



Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE
Discipline	Child Development/Early Childhood Education